

ALLED - Aligning Education with Labour Market Needs

Final Report

25.9.2017

Appraisal Consulting RV Ky



With funding by
the European Union

This document was produced with the financial assistance of the European Union. The views expressed herein can in no way be taken to reflect the official opinion of the European Union.

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List of Abbreviations

ADA	Austrian Development Agency
ALLED	Aligning Education with Labour Market Needs
C&V	Communication and Visibility
CCO	Cross-cutting objectives
CVETA	Council for Vocational Education and Training and for Adults
DS	Diploma supplement
ERP	Kosovo Economic Reform Programme (ERP)
ETF	European Training Foundation
EU	European Union
GIZ	Gesellschaft für Internationale Zusammenarbeit
HE	Higher Education
HEI	Higher Education Institution
KAA	Kosovo Accreditation Agency
KAS	Kosovo Agency of Statistics
KESP	Kosovo Education Strategic Plan
LLL Centre	Lifelong Learning Centre
TLM	Training and Learning Material
LuxDev	Luxembourg Development Cooperation
MA	Master of Arts
MED	Municipal Education Directorate
MEST	Ministry of Education, Science and Technology
MLSW	Ministry of Labour and Social Welfare
MoU	Memorandum of Understanding
NDS	National Development Strategy of Kosovo
NEET	Not in Employment, Education or Training
NQA	National Qualifications Authority
NQF	National Qualifications Authority
OS	occupational standards
PCM	Project Cycle Management
PWD	Persons with Disabilities
RBM	Results Based Management
RC	Resource Centre
SB	Steering Board
SEN	Special Education Needs
SSEN	Student with Special Educational Needs
TA	Technical Assistance
ToR	Terms of Reference
UP	University of Prishtina
VET	Vocational Education and Training
VTC	Vocational Training Centre

Executive Summary

The Aligning Education with Labour Market Needs (ALLED) project aims to strengthen the quality and relevance of education programmes and the link between education and the labour market. The project addressed three economic sectors which were selected based on a Labour Market Needs Analysis (LMNA). Agriculture, Food Processing and Mechanical Engineering and it had three Components: Higher Education (HE), National Qualifications Agency (NQA) and Vocational Education and Training (VET).

The project is implemented during period 15th February 2015 to 14th October 2017. The Project works with its partners which are Ministry of Education, Science and technology (MEST), Kosovo Accreditation Agency (KAA), University of Prishtina (UP), National Qualifications Authority (NQA), Vocational Education and Training (VET) schools, Ministry of Labour and Social Welfare (MLSW) and Vocational Training Centres (VTCs).

This Review was carried out during period July – September 2017. The purpose of this Review is to analyse the outcomes, activities and lessons learnt of ALLED project and to assess whether they are implemented according to the Terms of Reference. The Review team collected data through a document review, stakeholder and beneficiary interviews, focus group discussions and on-site observations.

The Review concludes that the project is highly relevant and it responds to the needs of the teachers, students and the entire education system and labour market. The ALLED-project has planted the concept of labor market relevance in the education system, which is a significant achievement and should be further developed and maintained. The project has succeeded in addressing quality and relevance of VET for instance by developing Occupational Standards and providing Vocational Education and Training schools with equipment and teacher training, but the cooperation with the labour market is still vague.

Most of planned deliverables have been delivered and in that sense, it reached set objectives. However, the project duration was too short to get all deliverables into use. The project has supported development of partial qualifications for students with special educational needs (SSEN), which is a proactive and innovative approach going beyond the traditional scenarios of providing segregated VET to SSEN.

The Review team recommends that

Development partners should continue working together to promote quality and relevance of VET and alignment of VET with labour market needs and support the MEST in its efforts to develop a holistic plan for the VET sector. All partners should ensure that projects focus on results and that project teams have strong Project Cycle Management (PCM) and Results-based management (RBM) capacity and that the projects capacitate local partners in RBM.

The MEST should ensure that coordination and collaboration among different actors in the VET sector takes place. MEST should ensure that all teaching and learning material are developed before a study program starts being implemented and allocate more resources for developing teaching and learning materials, for all modules, to ensure that OS and curricula is fully implemented. MEST should further develop its Special Needs action plan and define how the principles of inclusive education will be implemented in VET. MEST and MLSW should work together to develop models for students with special needs get employment in the open labour market. MEST should ensure that there is necessary follow-up and support available for the teachers in the use of the new equipment.

ALLED Project should update the project's web-page. Information should be also made available in Albanian. Together with the stakeholders the project team should develop a sustainability plan which defines what actions are needed and by whom, to maintain and make use of the deliverables and competencies generated. This plan should be attached to the handing-over documents and followed up.

VET schools should take the equipment in use and ensure that the workshops are complete and that sufficient budget is included in the School Development Plans for the maintenance and further capacity development. MEDs should reserve sufficient budget for maintenance of equipment.

Results-Assessment Form for Mid-Term and Final Project Evaluations/Reviews

(Final Format Nov. 2016)

Title of project/programme (please, spell out): ALLED - Aligning Education with Labour market needs			
Contract Period of project/programme:			
ADC number of project/programme:			
Name of project/programme partner: Ministry of Education, Science and technology (MEST), Kosovo Accreditation Agency (KAA), University of Prishtina (UP), National Qualifications Authority (NQA), Vocational Education and Training (VET) schools, Ministry of Labour and Social Welfare (MLSW) and Vocational Training Centres (VTCs).			
Country and Region of project/programme : Kosovo			
Budget of this project/programme: The ALLED project is financed by two funding sources: EU contribution at the maximum amount of EUR 2,500,000.00 or 80% of the total eligible ALLED costs and ADA contribution at the amount of EUR 700,000.00 or the 20% of the total eligible ALLED costs. In 2016 additional funding of EUR 100 000 was allocated for the procurement of equipment for Component 1.			
Name of evaluation company (spell out) and names of evaluators: Appraisal Consulting RV Ky Raisa Venäläinen, Ardiana Gashi			
Date of completion of evaluation/review: 25.9.2017			
Please tick appropriate box:			
a)	Evaluation/review managed by ADA/ADC Coordination Office	<input checked="" type="checkbox"/>	
b)	Evaluation managed by project partner:	<input type="checkbox"/>	
Please tick appropriate box:			
a) Mid-Term Evaluation	b) Final Evaluation	c) Mid-Term Review	d) Final Review
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Others: please, specify:			
Project Outcome (Please, include as stated in the Logframe Matrix): Project outcome has been defined through three component specific objectives:			
<ol style="list-style-type: none"> 1. To strengthen the link between Higher Education and labour market needs through the development, modernisation and quality reform of HE programmes to meet labour market needs; 2. To ensure that the Qualifications Framework of Kosovo is successfully implemented with validated qualifications offered by accredited institutions at Levels 2– 5 of the framework; and 3. To improve the quality of practical and applied teaching and learning in education. 			

For Final Evaluation/Review¹: Project Outcome: To what extent has the project already achieved its outcome(s) according to the Logframe Matrix? Please, tick appropriate box

Outcome(s) was/were:

Fully achieved:	Almost achieved: x	Partially achieved:	Not achieved:
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Please, also explain your assessment: What exactly was achieved and why? If not achieved, why not? (Please, consider description of outcome and relevant indicators)

The project does not have a specific outcome statement which would elaborate the overall project objective combining the results of the three components. Therefore the following analysis is component-specific:

Objective 1 (Higher Education) has been almost achieved: The project has supported development of study programmes (food Processing still in the accreditation process), which are based on labour market needs. Labour market relevance is included in the accreditation criteria of the Kosovo Accreditation Agency. When the criteria and questions to assess this are developed, the impact will cover all higher education programmes which are submitted for accreditation.

Objective 2 (NQA) The project has provided inputs to the development of Occupational Standards which will guide the quality interventions and assessment. (see outputs delivered)

Objective 3 (VET), the project has provided equipment and teacher training to eight VET schools. The impact on quality of teaching and learning is not possible to assess because the equipment are not yet taken into use.

¹ Please, only fill in in case this is a final project evaluation/review.

For Mid-Term Evaluation/Review²: Project Outcome: To what extent do you think the project will most likely achieve its outcome(s) according to the Logframe Matrix Please, tick appropriate box

Outcome(s) will most likely be:

Fully achieved:	Almost achieved:	Partially achieved:	Not achieved:
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Please, also explain your assessment: (Please, consider description of outcome and relevant indicators)

Project Outputs: To what extent has the project already achieved its outputs³ according to the Logframe Matrix ? Please, tick appropriate boxes

Output 1 Higher Education

Please refer to the table 2 in the Review Report. In higher education (Component), out of three outputs
Result 1.1. Study Program **almost achieved:** MA in Mechatronics study programme has developed and accredited for five years and started to be implemented since academic year 2016/2017, enrolling 20 out of 50 applicants. MA in Food Science has been submitted for accreditation.

Result 1.2. Teacher training **partially achieved** (output was modified and the current status is “The two OS have been submitted to CVETAE and are currently in the NQA in the verification process”)

Result 1.3. Diploma supplement **partially achieved:** So far the DS has been piloted in one Academic Unit (for two study programs) in University of Gjakova. The Review team was told that UP has a plan to take it into use in the fall 2017, but more work is needed to institutionalize the system and to build awareness among both institutions and students.

Result 1.4. Faculty management and teaching staff capacity **partially achieved**

Output was:

Fully achieved:	Almost achieved:	Partially achieved:	Not achieved:
		x	

Please, explain your assessment: (Please, consider description of output and relevant indicators)

Please refer to the table 2 in the Review Report.

Output 2 National Qualifications Authority

Please refer to Table 3 in the main report:

Result 2.1. Occupational standards; **over reached;** 15 Occupational standards have been developed (plan 10)

Result 2.2. Qualifications based on occupational standards; **achieved:** The project has developed 5 OS for adults. These are with NQA in process of verification. These 5 OS will lead to 4 study programs. Two OS for SEN developed which have been approved by NQA. The project translated TLM in Bosni-

² Please, only fill in in case this is a mid-term evaluation/review.

³ In case there are more than three outputs, please, add them.

an, to be offered in VET school in Peja.

Result 2.3. Capacity of VET institutions and stakeholders; **achieved**

Result 2.4. Quality Assurance, **achieved:** Achieved with NQA.

At the school level, limited enhancement, partly due to limited absorption capacities of school personnel.

Output 2 was:

Fully achieved:	Almost achieved:	Partially achieved:	Not achieved:
x			

Please, explain your assessment: (Please, consider description of output and relevant indicators)

Please refer to the table 3 in the Review Report.

Output 3 (Please, include as stated in the Logframe Matrix):

Result 3.1. VET teachers' capacity, **achieved**

Result 3.2. Needs assessment related to equipment provision; **achieved**

Result 3.3. Training and learning materials; **partially achieved**

Result 3.4. Equipment provision, **overachieved**

Fully achieved:	Almost achieved:	Partially achieved:	Not achieved:
x			

Please, explain your assessment: (Please, consider description of output and relevant indicators)

Please refer to the table 4 in the Review Report.

Impact/Beneficiaries:

How many women, men, girls, boys and people in total have already benefited from this project directly and indirectly? Please, explain

According to the data received from the project team, a total number of 332 people (192 male, 140 female) have benefitted from the project activities. See annex 5 in the main report.

What exactly has already changed in the lives of women, men, girls, boys and/or institutions from this project? Please, explain:

There is an increased awareness and capacity to develop and use occupational standards in MEST, MLSW, NQA and among a group of VET teachers. The VET schools have modern equipment for the selected training programs, which can make the teaching and learning more relevant and meaningful. There is increased awareness in KAA in the labor market relevance which has been incorporated in the accreditation criteria. It is not yet possible to track the changes and effects at final beneficiary. The effects of the project activities (joint training module at VET school for students with disabilities coming from Resource Centers) on the life and social empowerment of the persons with disabilities is not yet to be seen.

Which positive and/or negative effects/impacts in terms of gender can be possibly be attributed to the project? Please, explain:

The review team did not come across with any specific measures addressing gender. Agriculture was selected as one of the target sectors, because it employs significant amount of women. However, a value chain analysis would have been needed to see whether gender-based inequities exist (e.g. are women and men equally engaged at different stages of production and benefit sharing). The curriculum

has not been used as a measure for promoting gender equity or breaking the gender-bias. The potential for addressing gender equity has not been effectively utilised.

If applicable, which institutions have benefitted from this project/programme and how?

MEST – capacities to develop Occupational Standards, improved capacities of VET schools and teachers to deliver practice-oriented training, study programmes

Kosovo Accreditation Agency (KAA) – Accreditation criteria includes now labour market relevance which is in line with the EU standards and will improve the labour market relevance of future programmes.

Eight VET schools have received equipment and have been engaged in curriculum development and teacher training.

Mainstreaming cross-cutting issues:

Gender: To what extent was gender mainstreaming included in the project? To what extent were the recommendations - if any- from the ADA internal gender-assessment considered and implemented?

Gender mainstreaming was not explicitly incorporated in the project implementation and monitoring, though a specific plan was prepared based on ADA's request. Stronger gender expertise would have been needed in the project design, implementation and monitoring. The ADA internal gender-assessment neither other tools have been applied.

Environment: To what extent was environmental mainstreaming included in the project? To what extent were the recommendations - if any- from the ADA internal environment-assessment considered and implemented?

Environmental issues have been omitted in the project design, implementation and monitoring. Environmental aspects were not effectively incorporated neither in the general approach, nor the programme outputs and activities such as curriculum, teacher training, Occupational Standards. The ADA environment-assessment neither other tools have been applied.

Which positive and/or negative effects/impacts in terms of environment can be possibly be attributed to the project? Please, explain

The review team did not find any concrete evidence on inclusion of environmental aspects, though the selected study programmes (e.g. agriculture) provide a great potential.

Social Standards: To what extent were the social standards monitored by relevant partners? Have any issues emerged? Please, explain.

During the time of project development the project the standard form on Social Standards was not yet in place, but the following assessment is based on those standards.

The relevant national/regional framework and policies, have been mapped out and analysed. Though access and user rights (e.g. regarding land), is not directly linked with the project scope, it would have been useful to assess e.g. land ownership and power relations as part of the value chain gender analysis when selecting the target sectors and implementation modalities. There are minority groups which have not been specifically addressed e.g. through targeted actions. The workshop constructed in Prishtina is accessible, but accessibility of other workshops was not confirmed. It is unclear to what extent safety and security which may arise from project related activities (such as use of equipment and technology), have been addressed in the study programmes and workshop construction.

Overall/Other Comments:

The project has laid a good foundation to labour market relevance in VET and HE. However the duration of the project was too short to see the actual outcomes and changes in learning and teaching. Also, in a long term, a tracer study would be useful to see the impacts, e.g. how the graduates of the new programme will be placed in employment market/further studies. Communication with employers and labour market should become reality.